

Foreshadowing and Suspense

STUDENT OBJECTIVES

- Identify and analyze foreshadowing
- Identify and analyze suspense

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 61
- **Teaching Model**, from “Three Skeleton Key,” p. 62
- **Practice Worksheets**, Levels A and B, pp. 63–65
- **Reteaching Worksheet**, p. 66

Teach

1. **Foreshadowing and Suspense:** Ask students to describe a time when they could tell by the environment around them (not from news reports) that a storm was coming. Explain that these signs in the weather, signaling events to come, are similar to foreshadowing events in a story. Distribute the **Lesson Summary** and guide students through the **Academic Vocabulary**.
2. **Teaching Foreshadowing:** Help students to identify foreshadowing in the first “Example” on the **Lesson Summary**.
 - **Plot:** Ask a volunteer to read the first Example passage aloud. Elicit that Ari and his father are driving home from soccer practice when it begins to snow.
 - **Dialogue or Description:** Clues include the snow beginning to fall, the worn-out tires, and Mr. Gold seeming worried.
 - **Predictions:** What might happen later in this story? (*Sample: Mr. Gold may have a hard time driving in the snow. They may have a blowout.*)
3. **Teaching Suspense:** Help students to identify suspense in the second “Example” passage. Explain that this passage is a later portion of the story about Ari and Mr. Gold.
 - **Reader’s Feelings:** Have a volunteer read the passage aloud. Then ask students to identify their feelings about the situation the two characters face. (*Sample: fear; They face a frightening situation.*)
 - **Rising Action:** What else might happen to further increase suspense as this story moves toward its climax? (*Sample: Another vehicle might appear. The blizzard might get still worse.*)
 - **Burning Questions:** Invite students to pose the question uppermost in their minds as they read this excerpt. (*Sample: What happens to Ari and his father?*)
4. **Guided Practice:** Distribute the **Teaching Model**, from “Three Skeleton Key” by Georges Toudouze.
 - Ask a volunteer to read the first passage. Call on students to identify foreshadowing hints in the passage. (*“My most terrifying experience?”; “Three Skeleton Key . . . bore a bad reputation”; the remoteness of the location; the terrible fate of the three convicts.*)
 - Ask: What events do these hints seem to foreshadow? (*Sample: Something terrifying will happen to the narrator of Three Skeleton Key.*)

FORESHADOWING AND SUSPENSE, CONTINUED

- Have another volunteer read the second passage. Explain that this excerpt is a later portion of the lighthouse keeper's account. An abandoned sailing ship, with thousands of starving rats aboard, has just crashed onto Three Skeleton Key.
- Ask students how they feel as they read about the invasion of rats. What question is uppermost in their minds? (*Sample: anxiety, worry; Do the rats get into the lighthouse? Will the people in the lighthouse escape the rats?*)

QUICK CHECK. Ask: In a story, how do foreshadowing and suspense both “hook” a reader into reading further? (*Sample: Foreshadowing hints about a future event in order to get a reader curious or involved in the plot; suspense raises important questions about the story's eventual outcome.*)

Practice and Apply

Practice worksheets for foreshadowing and suspense appear on pp. 63–65.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Answer Key: Practice Worksheet A

1. *c* 2. *a* 3. *b* 4. *Sample: Will the narrator find Mercury and get the pony home safely?*

Sample Answers: Practice Worksheet B

1. “‘Aren’t you afraid you’ll go home to the wrong house some time?’ my Uncle Manny joked when he first saw our new house. He was just jealous. It’s true that the houses in Oak Hill look pretty much the same, especially in the dark, but why would that be a problem?”
2. *The narrator, half asleep, will go into the wrong house by mistake.*
3. *The narrator’s paddle breaks; the wind gets colder and blows him further away from shore; no one hears his cries for help; he didn’t bring a life preserver; the sun goes down.*
4. *Will the narrator be able to get home okay?*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should identify foreshadowing in items 1 and 2, and suspense in items 3 and 4, correctly.
- **Practice Worksheet B:** Students should identify foreshadowing in items 1 and 2, and suspense in items 3 and 4, correctly.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the definitions and relate them to examples from “Three Skeleton Key.” Then, have students complete the **Reteaching Worksheet**, p. 66.

Answer Key: Reteaching Worksheet

1. *b* 2. *c* 3. *a* 4. *3, 1, 4, 2, 5* 5. *Will the Edgertons survive the flood?*